

# Student Equity Metrics

## Executive Summary

### Planning, Research & Institutional Effectiveness

As part of the College of Marin's Student Equity Plan, the California Community College Chancellor's Office requires tracking of the metrics on the following pages. See the last page for definitions. These metrics were disaggregated by gender, race/ethnicity, economically disadvantaged, and foster youth, students with disabilities and veterans where data are available. While not required, age was included as well.

Using the Chancellor's Office methodology, inequities were determined where categories of students within a group achieved at a rate of 80% or less of the highest category in that group. For example, by race/ethnicity, the most successful group (Asians) completed at 61.3%. Hispanic and African American rates were more than 80% lower. Therefore, the outcomes for those two groups are inequitable.

Only the inequities are shown on the following pages, along with the highest value on each metric and an estimated number of students needed to achieve equity. Major results are:

- In terms of Access, White students are under-represented compared to their proportion in Marin County.
- African American and Hispanic students have lower rates on most, but not all, metrics.
- The female Foster Youth Course Completion (Success) rate is lower than others.
- Students who are "not" economically disadvantaged or disabled are less likely than economically disadvantaged and disabled students to achieve CTE completion and complete a college level course after developmental course completion.
- Students age 20 and older are less likely to Complete than younger students. For CTE Completion, students age 25 and older are less likely to complete.
- Most student groups are less likely than Asians to Transfer, as are economically disadvantaged students.
- Students age 40 and older are less likely than younger students to complete a college-level English or Math course after finishing Developmental English and Developmental Math.
- Males are less likely than females to complete a college level English course after developmental coursework, including ESL.

Note: Only the Course Completion (Success) metric is available for foster youth and veterans.

# Student Equity Metrics

12/16/2015

## Course Completion (Success) (Based on # Courses, not Students)

### Race/Ethnicity (Highest 84.5%)

|                                |       |                                     |       |
|--------------------------------|-------|-------------------------------------|-------|
| ♂ African American             | 51.8% | ♀ African American                  | 55.8% |
| ♂ American Indian              | 64.3% | ♀ Native Hawaiian/Pacific Isle      | 40.5% |
| ♂ Hispanic                     | 63.3% | <b>Foster Youth (Highest 77.3%)</b> |       |
| ♂ Native Hawaiian/Pacific Isle | 62.5% | ♀ Foster Youth                      | 47.6% |

## Access

|       | County | COM  | Equity Ratio |
|-------|--------|------|--------------|
|       | %      | %    | %            |
| White | 72.7   | 52.0 | 71.5         |



## Completion

|                  | Actual % | Highest % | Need N |
|------------------|----------|-----------|--------|
| Age 20+          | 41.6     | 56.5      | ≥ 18   |
| Hispanic         | 42.0     | 61.3      | ≥ 15   |
| African American | 31.8     | 61.3      | ≥ 8    |

## CTE Completion

|                                | Actual % | Highest % | Need N |
|--------------------------------|----------|-----------|--------|
| Age 25+                        | 37.6     | 57.8      | ≥ 38   |
| African American               | 50.0     | 63.2      | ≥ 2    |
| Filipino                       | 48.2     | 63.2      | ≥ 1    |
| Hispanic                       | 38.7     | 63.2      | ≥ 13   |
| White                          | 44.5     | 63.2      | ≥ 36   |
| Not Economically Disadvantaged | 35.5     | 58.2      | ≥ 39   |
| Not Disabled                   | 44.7     | 65.7      | ≥ 64   |

## Transfer

|                         | Actual % | Highest % | Need N |
|-------------------------|----------|-----------|--------|
| African American        | 36.2     | 55.8      | ≥ 3    |
| Filipino                | 43.5     | 55.8      | ≥ 1    |
| Hispanic                | 26.1     | 55.8      | ≥ 15   |
| White                   | 44.6     | 55.8      | ≥ 22   |
| EOPS/CARE               | 32.0     | 43.9      | ≥ 7    |
| Financial Aid Recipient | 33.8     | 48.4      | ≥ 22   |

# Student Equity Metrics

9/1/2015



## Developmental English to College Level

|                  | Actual % | Highest % | Need N |
|------------------|----------|-----------|--------|
| Male             | 38.7     | 49.2      | ≥ 28   |
| Age 40+          | 33.4     | 48.0      | ≥ 7    |
| African American | 27.7     | 54.3      | ≥ 14   |
| Hispanic         | 38.9     | 54.3      | ≥ 15   |
| Not Disabled     | 41.9     | 54.2      | ≥ 54   |

## Developmental ESL to College Level

|                                | Actual % | Highest % | Need N |
|--------------------------------|----------|-----------|--------|
| Male                           | 12.8     | 21.2      | ≥ 4    |
| Age 25+                        | 14.7     | 29.8      | ≥ 15   |
| Asian                          | 17.5     | 25.0      | ≥ 2    |
| Hispanic                       | 12.7     | 25.0      | ≥ 13   |
| Not Economically Disadvantaged | 14.0     | 28.6      | ≥ 14   |
| Not Disabled                   | 17.0     | 41.7      | ≥ 30   |

## Developmental Math to College Level

|                  | Actual % | Highest % | Need N |
|------------------|----------|-----------|--------|
| Age 40+          | 24.2     | 36.2      | ≥ 4    |
| African American | 9.5      | 36.2      | ≥ 11   |
| Filipino         | 16.7     | 36.2      | ≥ 2    |
| Hispanic         | 28.8     | 36.2      | ≥ 5    |
| Not Disabled     | 27.0     | 35.0      | ≥ 27   |

# Student Equity Metrics Definitions

## Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

## Course Success Rate

Calculation = Grades of A, B, C, CR, P divided by A, B, C, CR, P, D, F, FW, NC, NP, W. *Success Rate* is the percentage of students who received a passing grade of A, B, C, CR or P (Pass) at the end of the semester. ("Incomplete", "In Progress" and "Report Delayed" grades are excluded from the calculation.)

## Developmental – English, Math and ESL

Definition **Developmental English**: Started in a remedial English class and successfully completed a college-level English class within six years.

Definition **Developmental Math**: Started in a remedial Math class and successfully completed a college-level Math class within six years.

Definition **Developmental ESL**: Started in a remedial ESL class and successfully completed a college-level ESL or English class within six years.

Source: Chancellor's Office Scorecard 2015

## Transfer

Transfer Velocity is defined by the Chancellor's Office as: The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student's transfer outcome is calculated for a variety of time frames ranging from three years after initial enrollment to as high as twelve years after initial enrollment, time allowing.

A EOPS participant is a student who received EOPS services at any time within six years of initial enrollment. A financial aid recipient is a student who received any financial aid monies at any time within six years of initial enrollment.

Source: Data Mart Transfer Velocity using six years to transfer.

## Completion

Completion rate is the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English the first three years and achieved any of the following outcomes within six years of entry:

- 1) Earned AA/AS or credit Certificate (Chancellor's Office approved)
- 2) Transfer to a four-year institution
- 3) Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$ )

Source: Chancellor's Office Scorecard 2015

## CTE Completion

Definition: The percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$ )

Source: Access definition from Student Equity Plan. Course Success rate as defined by COM. All other definitions from Chancellor's Office Scorecard 2015.